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ABSTRACT

Because a wise decision maker is better able to bring about the results that she wants and to avoid those that she does not want, the unit on decision making skills is designed to help American Indian girls develop skills that enable them to identify decisions, to set goals, to find and use information, to look at alternatives or choices, and to consider the consequences of choices. The unit consists of two parts, each containing a narrative section and an activity section, one for girls aged 12 to 14 and one for those from 15 to 18. Many of the learning experiences in the activity sections deal with requirements for high school graduation, different types of high school courses, and high school preparation for college. The attached leaders' guide identifies concepts to be taught, states objectives, gives background information, and outlines learning experiences for each concept. (Author/CM)

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Decision Making

by Catheleen Finley
Illustrated by Amy Martin

Choices & Careers
Free To Choose

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WEX Cooperative Extension Programs
University of Wisconsin-Extension

Decision Making

Book II

by Cathaleen Finley

Illustrated by Amy Martin

About The Author

Cathaleen Finley is an associate professor in the Department of Family Development at University of Wisconsin-Extension.

1978

About The Program

"Decision Making" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin, and was funded with special needs funds from Extension Service-USDA.

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Fact Sheet

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Decision Making — Unit for Girls

Choices and Careers
Free To Choose

The unit on decision making skills is primarily for the purpose of helping girls to have more control over what happens to them. A wise decision maker is better able to bring about the results that she wants and to avoid those that she does not want.

The unit is an attempt to have girls develop skills so they identify decisions, set goals, find and use information, look at alternatives or choices, and consider the consequences of choices.

Many of the learning experiences deal with topics such as requirements for high school graduation, different types of high school courses and high school preparation for college.

The unit consists of Decision Making, Book II, (W3GM3) for girls 12 to 14 years old and Decision Making, Book III, (W3GO3) for girls 15 to 18 years old.

About The Author

Cathaleen Finley is an associate professor in the Department of Family Development, University of Wisconsin—Extension. Amy Martin illustrated the unit.

About The Program

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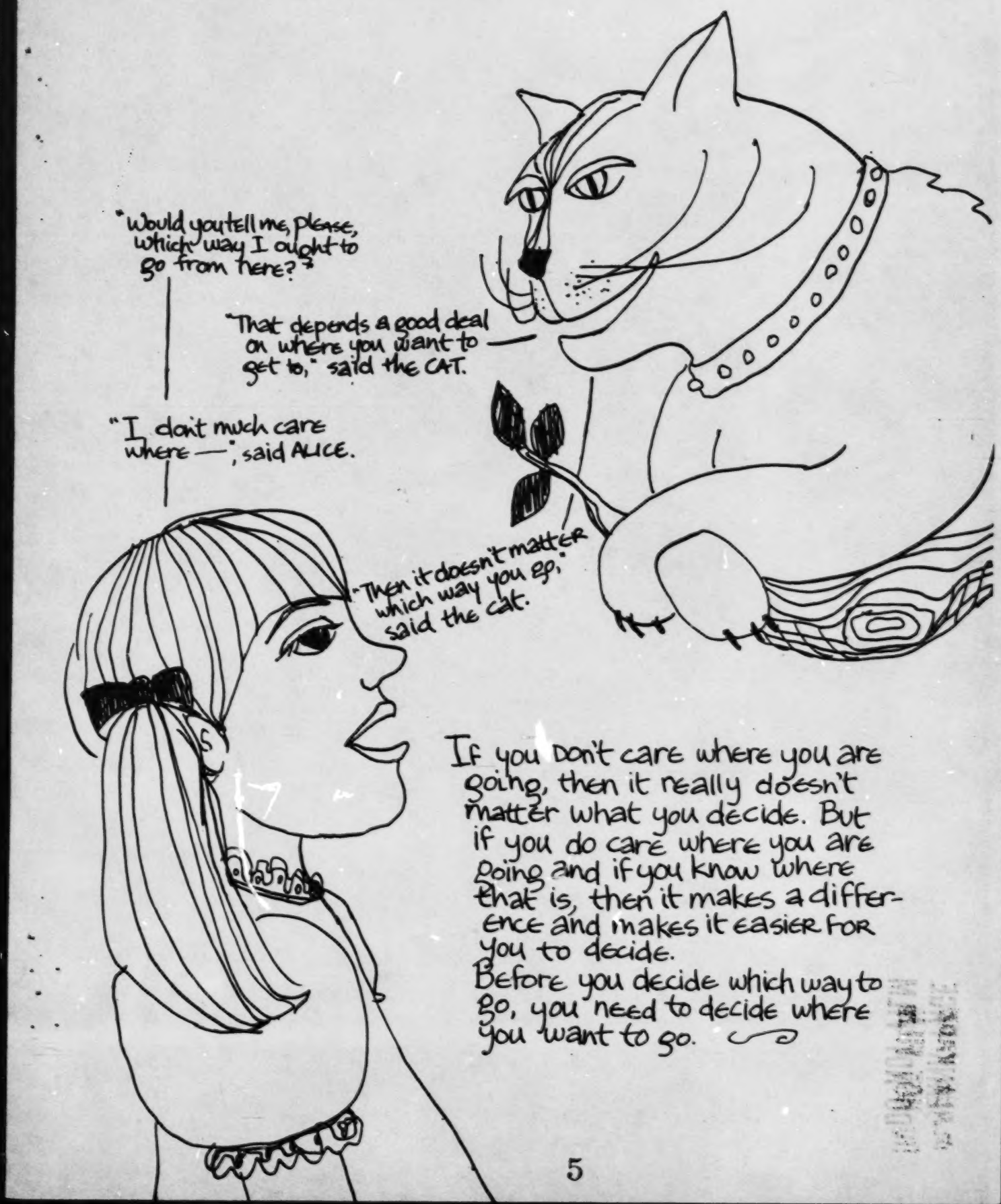
"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the CAT.
"I don't much care where —", said ALICE.
"Then it doesn't matter which way you go," said the cat.

If you don't care where you are going, then it really doesn't matter what you decide. But if you do care where you are going and if you know where that is, then it makes a difference and makes it easier for you to decide.
Before you decide which way to go, you need to decide where you want to go.

DECISION MAKING

Chief Joseph once said, "Let me be a free man . . . free to work, free to trade where I choose, . . . free to talk and think and act for myself . . . ."

Such freedom requires decision making. Skillful decision making gives you greater freedom and control over your own life.

To be what you want to be means making decisions and more decisions. There probably has not been a time when a young Indian woman has had as many choices as you have today.

Today you have an unlimited number of careers to choose from. More and more vocational schools, colleges, and universities are making an effort to serve Native American students. There is money in the form of grants and scholarships, which means that a young tribal woman can have the money she needs for an education.

It was not like that in the past. Some Oneida women who were born between 1889 and 1913 made the following comments when they were interviewed about their life. One woman indicated that she didn't have many choices when she answered the questions, "Was there something that you wanted to be?"

> "Well, I wanted to be a nurse, but I couldn't take it because I couldn't stand the smell of the hospital. At that time, you know, you could smell ether in the hospital. I went over there to work in the hospital and I worked there for maybe three, four days and I was so sick from working there that they had to let me go because I couldn't take it."

"Was there any time in your life when you had a choice about what you could do?" One woman replied:

"Well, ever since I went to school, I done what I wanted to. I was gonna go, after I was through at Tomah, to Flandreau, but at the time I was supposed to go there my application had come back. They were too full; I had to wait till next year. Then within that time I got married and I didn't go on to school. Otherwise, I was gonna take up nursing."

Some women said they wished they had more education. One said,

"I wished I'd have went to school."

"What would you have wanted to do?"

"Oh, I would have been some kind of--I always wanted to be a nurse."

"A nurse?"

"Um hmm, I always told my girls, 'When you go to school, pick up some kind of training.'"

Another woman was asked, "What would you like to have changed about your life?"

"Oh, I sure would like to have been more educated. I could have done so much more with my life. As it is, it's just--I guess I'm what they call damned."

A different woman was asked, "Do you wish you had more education?"

"Oh, I could use it; it make me so mad a lot of times, you know. Like today, I can't understand lot of things."

A second woman was asked, "Do you wish you had more education?"

"Oh yeah, when it was too late."

"Why?"

"Well, if I'd have known anything, I'd have stayed in school."

Other women talked about the need for young girls to get an education today. One woman said, "It calls for more education. Even a housewife needs more education; there's so many things coming to the home that has to be read and stuff like that."

Another woman was asked, "How do you feel about young girls getting an education today?"

> "I think they really need it. A lot of them get married and then get divorced in no time. Then right away they gotta be self-supporting."

"What do you think about young girls getting an education?"

> "That's the best thing you can get today, isn't that? You can't do anything without that, even if you're not dumb. If you're not through with high school, then that's gonna hold you back."

Values

One thing that will affect the choice you make is your set of values. A value is something that you consider to be very worthwhile and important. Sometimes it is hard to know what you value. Your values may change as you grow older or they could change because of the influence of your friends. Although people may talk a lot about what they value, the way they act and what they choose may tell more about their values than what they say.

Goals

One part of decision making is setting some goals for yourself. Goals might be, I want to make the honor roll, or I want to take high school courses that will help me study science in college, or I will take an advanced math course.

There is a difference between a decision and the consequences of a decision. A decision is choosing from several possibilities or alternatives. A consequence is the result of your decision. For example, you decide where to go to school or whom to marry, but the results of those

decisions are the consequences of what you decided. Skill in making decisions will increase your chances of having the results or consequences that you want.

Good decision making begins with knowing your values and being able to set goals for yourself. One high school senior knows that she values helping other people. She thought about that value when she decided that she wanted to become a social worker. Becoming a social worker is her long-range goal. But to reach that goal she needs to set some short-range goals. One of those might be to go to a college that offers a degree in social work. Another short-range goal would be to take courses in high school that will help her in college.

A girl needs to know where she wants to go in order to get there. Without the right courses in high school, without entering a college that offers a degree in social work, the young woman mentioned above would have difficulty becoming a social worker.

Collecting and using information is another part of decision making. Decisions are based upon what you know as well as what you want.

What Are The Choices?

Once you know what decision needs to be made, the next step is to list all the choices or possibilities that you know. Then make yourself another list of where you might learn about other possibilities. Gathering and using information is a part of decision making. By using information, you increase the number of choices that you have. When making a decision, you might want to ask yourself these questions:

1. What is the decision that needs to be made?
2. By when does the decision need to be made?
3. What choices do you know about?
4. Where can you get information on other choices or alternatives?

Don't forget that what you know about yourself and your own experiences is a good source of information when making decisions. By seeking information either by talking to others or by reading you can probably learn about some new choices or possibilities.

Gathering Information

Gathering information is an important part of decision making. You might want to think of gathering information as a four-step process.

1. What information do I already have?
2. What information do I need?
3. Where can I get the information that I need?
4. What is the deadline for making the decision?

One of the big decisions that a girl makes is choosing the courses she takes in high school. The courses a person takes in high school help determine what type of work she will be prepared to do in the future. For example, the girl who takes mostly secretarial and bookkeeping courses in high school will be ill prepared to study at a college or university.

High schools require that you take certain courses and then allow you to choose others, which are usually called electives. When selecting your electives, keep in mind what you might want to be doing in the future. Work with a school counselor as you select your courses, but you keep in mind your career goals.

Many colleges and universities have admission requirements. A typical list of requirements for entering a college or university is below:

Minimum Admission Requirements

Required: 3 years of English
1 year of algebra
1 year of geometry

Two out of the following three are required:

2 years of foreign language
2 years of natural science
2 years of social science

Plus: 3 electives from academic subjects.

If you think you might want to go to a college or university, make sure that you take those courses.

Remember that your high school courses and grades will be recorded on your high school transcript. Your grades and courses will determine if you are prepared to go to a college or university. Keep your options open and do your best! Don't close doors that will be difficult to open later on.

Risk Taking

Risk taking is another part of decision making. Unless you do nothing at all, you make decisions, and with each decision there is a certain amount of risk and uncertainty. There are very few decisions that you can make with certainty. That is, you

will know exactly what will happen as a result of the decision. Most decisions are made with some risk and uncertainty. But the amount of risk varies. If you decide to make a choice by flipping a coin, you know that you have a 50 percent chance of getting heads and a 50 percent chance of getting tails.

People differ on how much of a risk they are willing to take. Some people are willing to take a chance; others like to play it safe. Sometimes people may say that you should be realistic about the decisions you make. What they really may be saying is, Don't take big risks.

Then, too, emotions play a part in risk taking. Some people may make a certain choice because they fear something or someone.

To make wise decisions, find out as much as you can about what might happen as the result of each possible choice. One way to look at each of the possible choices is to think of the following:

Which choice could lead to the most desirable result, regardless of risk?

Which choice is most likely to avoid the worst possible result?

Which choice is the most likely to bring success, without much risk?

Which choice has the least risk and the most desirability?

The Results

Finally, when a person makes a decision, she must be willing to accept what happens because of the decision. When she exercises power, freedom, and control in making her decisions, she must be responsible for what happens.

Activity Section

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Some Decisions

Following are some decisions that young women may need to make. You may have no control over some decisions, some decisions you may make without thinking, some you may think about only a little bit, some you may think about quite a bit but not study, and others you may study either a little bit or a lot.

Rank each of the following decisions using the scale below.

1 = have no control over
2 = give no thought to
3 = think about a little bit
4 = think about but don't study
5 = study a little bit
6 = study a lot

RANK	DECISION
	1. To go to bed at night
	2. When and what to eat
	3. To tell the truth
	4. To say nasty things about a friend behind her back.
	5. To use drugs
	6. To smoke
	7. What courses to take in high school
	8. To go to school every day
	9. To do my homework
	10. What career I want
	11. To play basketball at the community building
	12. What to do with my free time
	13. To work at a part-time job
	14. To take part in extracurricular activities at school

SCHOOLS/COVER STORY

The Busing Dilemma

Carrying books and paper-bag lunches, some 200 inner-city black boys and girls walked quickly but quietly from five yellow school buses, past dozens of armed state and county troopers, ...ville's suburban Valley ...ly they joked

by Bunker Hill College. Thus, in scenes that have become a fall ritual since Supreme Court outlawed schools in 1954, classes on in the two cities that a... gets in this year's There were surpri... cidents, in party ...

Teachers: In a Striking Mood

They had waited for more than ... Manhattan's Madison ... empty on the day after they had opened for the new school year as most of the ... islature last w... plan by whic...

SYLVIA JOHNSON

little pe...

Women Move Toward Credit Equality

EDUCAT...

BANKING

MICHAEL EVANS

Busing and Strikes: Schools in Turmoil

"Back to school," once a pleasant, end-of-summer phrase, has virtually come to mean "Back to the barricades." In much of the U.S. last week, schoolchildren and their parents were con... not with education but with busin... cial hostility and strikes. As buses t... to roll, carrying black and white stud... across lines to sch...

At Southern High, they smashed the windows and slashed the tires of 40 school buses and set ... more

ward, several truckloads Guardsmen were moved in ... district. Declared the ...mmander: "They w... ere needed unti...

re the weekend dis... en signs that Louis... ot going to accept bus...

Teacher Strikes: Only the Start

...ll be striking in Sep... ...mber. December ...

"Tea... tember, January...

President Ford... confrontati... lation ... Mom... subst...

By William H. Jones ... Post Staff Writ...

...rday escalate...

Gas Shortages Imperil Jobs, Ford Warns

Unvaccinated Kids

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Choices

Amy really enjoys art. She wants to take an art course next year. She has one elective not committed to subjects she absolutely has to take. However, she wants to go to one of the state universities, which requires that she take another year of science. Amy's decision is what course to take for that elective.

Amy decides to _____

_____

_____

_____.

She values _____

_____

_____.

Math is Sara's least favorite subject. However, she wants to attend a state university. She knows she will need some math in order to be prepared for her studies at a state university.

Sara decides to _____

_____

_____

_____.

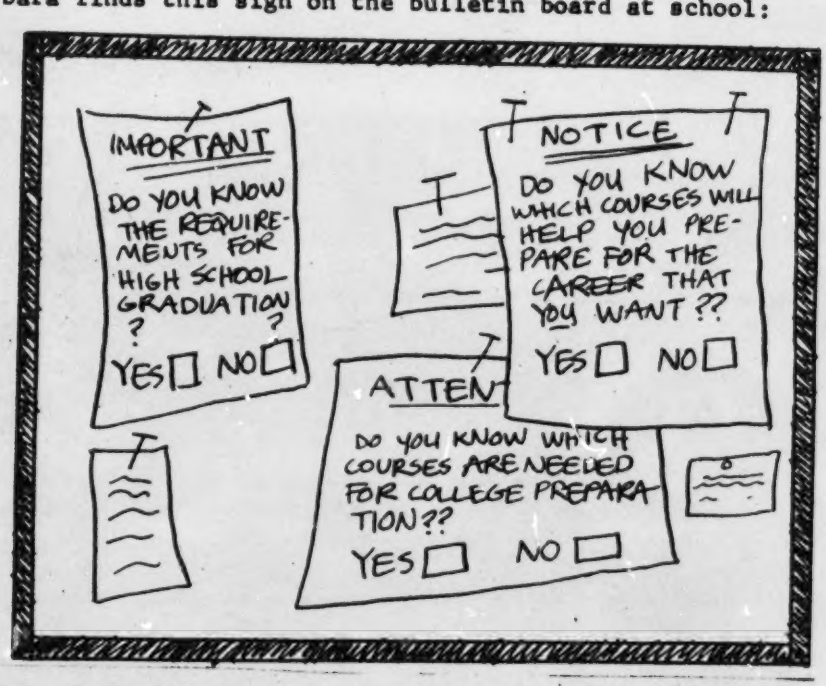
She values _____

_____

_____.

Choosing Courses

Barbara finds this sign on the bulletin board at school:

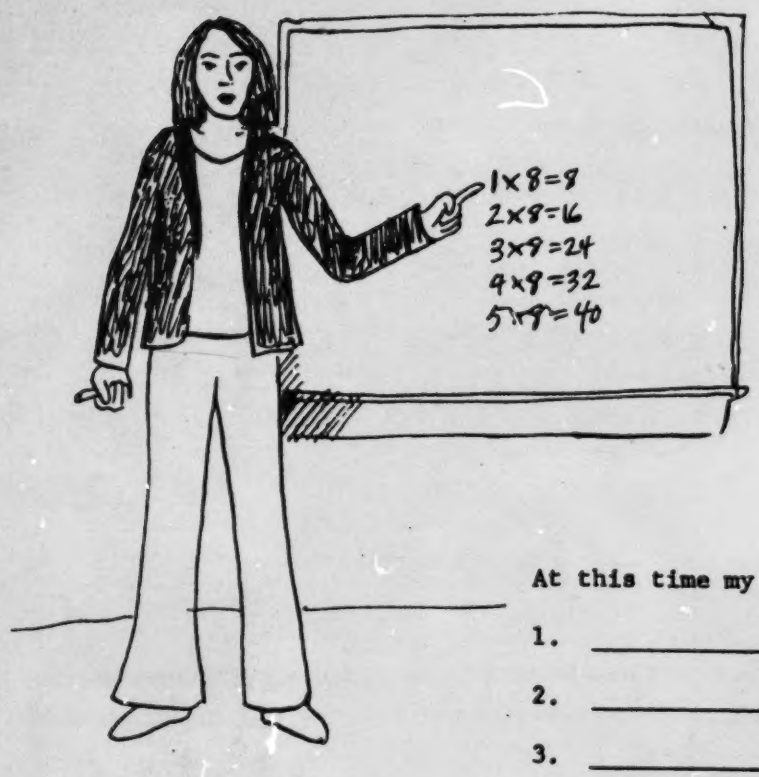

IMPORTANT
DO YOU KNOW THE REQUIREMENTS FOR HIGH SCHOOL GRADUATION ?
YES NO
NOTICE
DO YOU KNOW WHICH COURSES WILL HELP YOU PREPARE FOR THE CAREER THAT YOU WANT ??
YES NO
ATTEN
DO YOU KNOW WHICH COURSES ARE NEEDED FOR COLLEGE PREPARATION??
YES NO

Barbara feels a little nervous after reading the sign. She isn't sure she can answer yes to any of the questions. All she wants to do is to sign up for courses. She didn't know it was such a big deal.

1. What do you think Barbara already knows that could help her answer the three questions?

2. What more does Barbara need to know to help her choose courses so she can graduate and be prepared to study for the career that she wants?

3. Where can Barbara find the information that she needs?



Work Sheet For Courses

At this time my goals for a career are:

1. _____
2. _____
3. _____

My schedule for high school courses:

	Freshman	Sophomore	Junior	Senior
1.				
2.				
3.				
4.				
5.				
6.				

Goals and Actions

Barbara has set some goals for herself. What things do you think she needs to do to achieve the goals? You might want to make up some other goals for her.

Her Goals	She Needs To:
I want to make five new friends this semester.	
I want to be on the honor roll this semester.	
I want to be prepared to attend a state university.	
I want to have an interesting job when I am 25.	
I do not want to get married before I am 25.	

An Alternative

Jane is graduating from high school. How many choices does she have? For example, going to vocational school or getting a job. List as many as you can. Then go back and list why some might be desirable or undesirable choices.

Choices	Why Desirable	Why Undesirable

Facts About Me

FACTS ABOUT SCHOOL

1. Which courses do you enjoy most?

2. Which courses do you enjoy least?

3. Which way do you learn best, by reading, by writing, or by discussing?

4. How well do you organize your time and use your time for homework?

5. In which courses do you earn the best grades?

6. In which courses do you earn the poorest grades?

7. What do you know about the results of any school tests which you may have taken?

FACTS ABOUT COMMUNITY WORK

1. What activities have you enjoyed the most? (Like musical groups, athletic teams)

2. What activites have you enjoyed the least?

3. What jobs have you enjoyed the most?

4. What jobs have you enjoyed the least?

FACTS ABOUT YOURSELF

1. What things do you like to do by yourself? (Like reading, drawing, hiking, etc.)

2. What new things would you like to learn to do?

3. What are some of your important plans and goals?

For This Year	For the Future
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Risk Taking

Sally needs to decide if she is to take a science course or a typing course. She wants to enter college when she graduates from high school. She thinks she wants to enter a health profession. She knows that the science course is difficult and that the teacher is really tough. She has not had any typing and thinks that being able to type her college papers would be helpful.

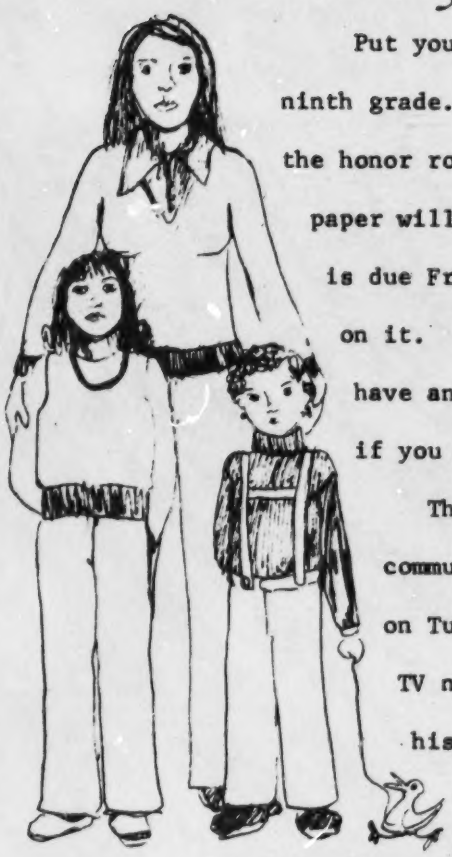
Her goal is to be well prepared for college and to raise her grade average.

What would be the risks and uncertainties involved in taking the science course?

What would be the risks and uncertainties involved in taking the typing course?

What should her choice be? Why?

Margaret's Critical Decision



Put yourself in Margaret's place. You are in the ninth grade. You need an A in history in order to make the honor roll. Your teacher has said that your term paper will determine whether or not you get an A. It is due Friday morning and you have only begun to work on it. It is now Monday and you find that you also have an English test on Friday, which is important if you are to get a good grade in English.

Thursday night is basketball practice at the community building. You have agreed to baby-sit on Tuesday night. Wenesday night is your favorite TV night. You wonder how you will get your history paper written and study for your English test.

Margaret realizes she must plan her time. Her goals are to get an A in history, to get at least a B on her English test, and not to back out on her aggreement to baby-sit. With four days to go, how should Margaret plan her time?

On the schedule below, fill in how Margaret might spend each "free" hour. She may change any of her obligations except for the paper and the test.

In the four days she has about 20 hours to spend. She wants to:

write the history paper,

study English,

study math,

practice basketball,

baby-sit,

watch TV, and

help around the house.

Make a schedule for Margaret's free time.

MARGARET'S SCHEDULE

	Monday	Tuesday	Wednesday	Thursday
4 to 5				
5 to 6				
6 to 7	←	Supper and dishes		→
7 to 8				
8 to 9				
9 to 10				

A Plan For Yourself

Try putting yourself, with your own feelings and goals, into a situation similar to Margaret's. Choose some goal that should be reached by a certain date. Use one that you actually must reach or one that might be likely in the future.

What is your goal or what are your goals? _____

_____

_____.

What are your conflicting choices? (Like going to a basketball game or studying.) _____

_____

_____.

What is your schedule?

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4 to 5							
5 to 6							
6 to 7							
7 to 8							
8 to 9							
9 to 10							

Making A Choice

Karen really enjoyed her school work in junior high school and earned good grades. She would like very much to go to college. Now she needs to think of what courses she wants to take in ninth grade. She knows that chances are great that she will work when she finishes high school. Most of all Karen wants to be prepared to hold a job so she can earn a living. She knows that a number of girls from her community drop out of high school, partly because they get poor grades. She also knows that very few young women from her community have graduated from college. She is trying to decide if she should take college preparatory classes like math, science, and social studies or if she should take some vocational subjects like typing and booking. She has heard that it is easier to get good grades in vocational type subjects.

How does Karen decide?

Which choice is most likely to lead to the most desirable results?

Which choice is most likely to avoid the worst possible results?

Which choice is most likely to bring success without much risk?

Which choice has the most risk involved?

Decision Making

Book III

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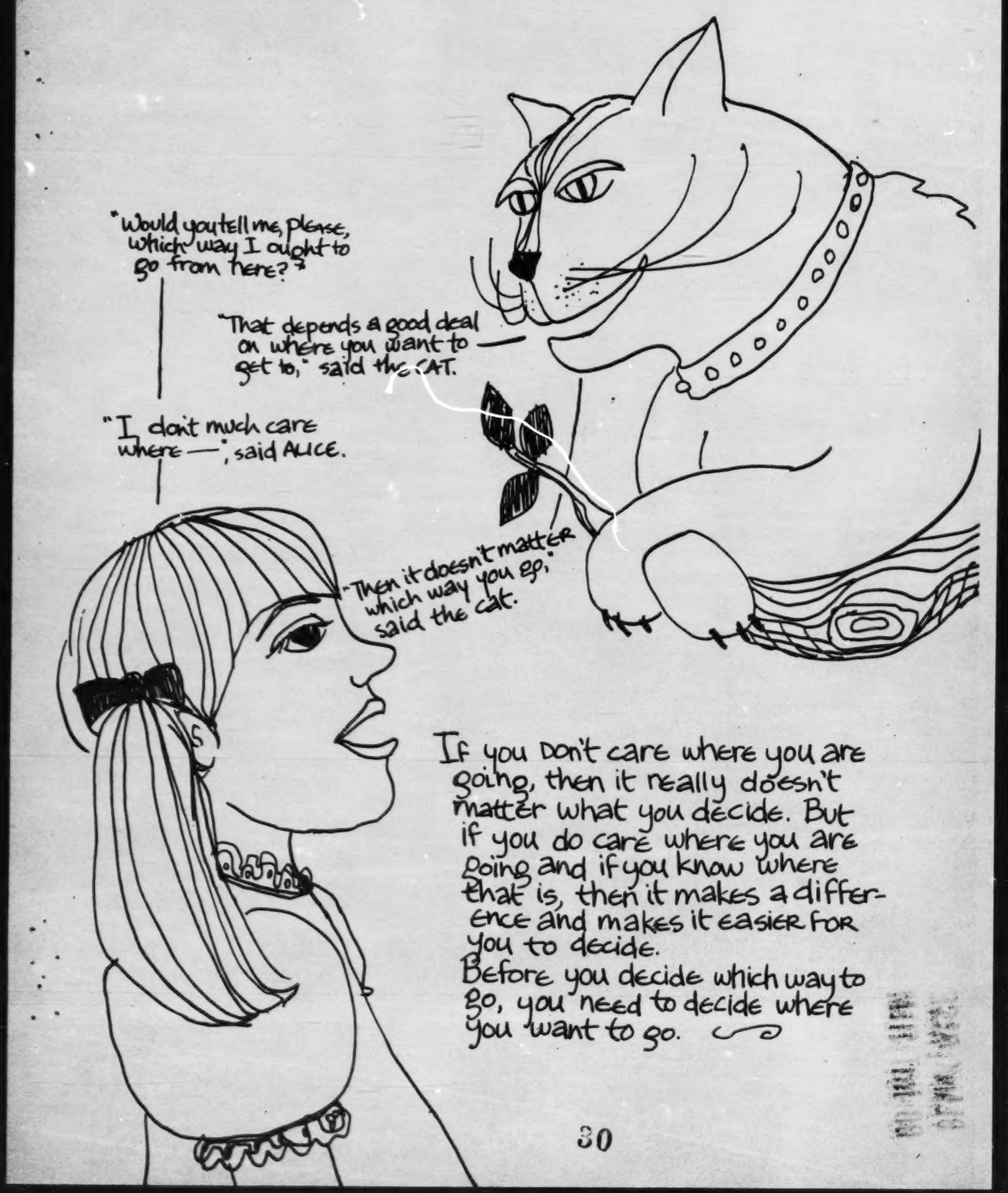
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It was not like that in the past. Some Oneida women who were born between 1889 and 1913 made the following comments when they were interviewed about their life. One woman indicated that she didn't have many choices when she answered the questions, "Was there something that you wanted to be?"

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"Well, ever since I went to school, I done what I wanted to. I was gonna go, after I was through at Tomah, to Flandreau, but at the time I was supposed to go there my application had come back. They were too full; I had to wait till next year. Then within that time I got married and I didn't go on to school. Otherwise, I was gonna take up nursing."

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"What would you have wanted to do?"

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"A nurse?"

"Um hmm, I always told my girls, 'When you go to school, pick up some kind of training.'"

Another woman was asked, "What would you like to have changed about your life?"

"Oh, I sure would like to have been more educated. I could have done so much more with my life. As it is, it's just--I guess I'm what they call damned."

A different woman was asked, "Do you wish you had more education?"

"Oh, I could use it; it make me so mad a lot of times, you know. Like today, I can't understand lot of things."

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> "That's the best thing you can get today, isn't that? You can't do anything without that, even if you're not dumb. If you're not through with high school, then that's gonna hold you back."

Values

One thing that will affect the choice you make is your set of values. A value is something that you consider to be very worthwhile and important. Sometimes it is hard to know what you value. Your values may change as you grow older or they could change because of the influence of your friends. Although people may talk a lot about what they value, the way they act and what they choose may tell more about their values than what they say.

Goals

One part of decision making is setting some goals for yourself. Goals might be, I want to make the honor roll, or I want to take high school courses that will help me study science in college, or I will take an advanced math course.

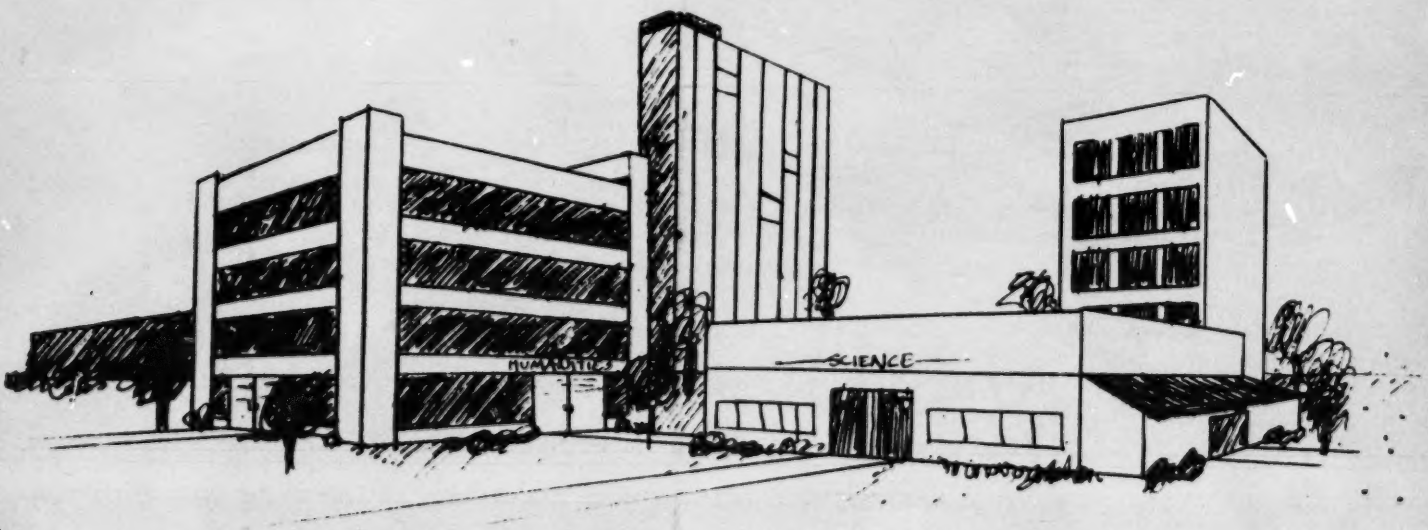
There is a difference between a decision and the consequences of a decision. A decision is choosing from several possibilities or alternatives. A consequence is the result of your decision. For example, you decide where to go to school or whom to marry, but the results of those

decisions are the consequences of what you decided. Skill in making decisions will increase your chances of having the results or consequences that you want.

Good decision making begins with knowing your values and being able to set goals for yourself. One high school senior knows that she values helping other people. She thought about that value when she decided that she wanted to become a social worker. Becoming a social worker is her long-range goal. But to reach that goal she needs to set some short-range goals. One of those might be to go to a college that offers a degree in social work. Another short-range goal would be to take courses in high school that will help her in college.

A girl needs to know where she wants to go in order to get there. Without the right courses in high school, without entering a college that offers a degree in social work, the young woman mentioned above would have difficulty becoming a social worker.

Collecting and using information is another part of decision making. Decisions are based upon what you know as well as what you want.



What Are The Choices?

Once you know what decision needs to be made, the next step is to list all the choices or possibilities that you know. Then make yourself another list of where you might learn about other possibilities. Gathering and using information is a part of decision making. By using information, you increase the number of choices that you have. When making a decision, you might want to ask yourself these questions:

1. What is the decision that needs to be made?
2. By when does the decision need to be made?
3. What choices do you know about?
4. Where can you get information on other choices or alternatives?

Don't forget that what you know about yourself and your own experiences is a good source of information when making decisions. By seeking information either by talking to others or by reading you can probably learn about some new choices or possibilities.

Gathering Information

Gathering information is an important part of decision making. You might want to think of gathering information as a four-step process.

1. What information do I already have?
2. What information do I need?
3. Where can I get the information that I need?
4. What is the deadline for making the decision?

One of the big decisions that a girl makes is choosing the courses she takes in high school. The courses a person takes in high school help determine what type of work she will be prepared to do in the future. For example, the girl who takes mostly secretarial and bookkeeping courses in high school will be ill prepared to study at a college or university.

High schools require that you take certain courses and then allow you to choose others, which are usually called electives. When selecting your electives, keep in mind what you might want to be doing in the future. Work with a school counselor as you select your courses, but you keep in mind your career goals.

Many colleges and universities have admission requirements. A typical list of requirements for entering a college or university is below:

Minimum Admission Requirements

Required: 3 years of English
1 year of algebra
1 year of geometry

Two out of the following three are required:

2 years of foreign language
2 years of natural science
2 years of social science

Plus: 3 electives from academic subjects.

If you think you might want to go to a college or university, make sure that you take those courses.

Remember that your high school courses and grades will be recorded on your high school transcript. Your grades and courses will determine if you are prepared to go to a college or university. Keep your options open and do your best! Don't close doors that will be difficult to open later on.

Risk Taking

Risk taking is another part of decision making. Unless you do nothing at all, you make decisions, and with each decision there is a certain amount of risk and uncertainty. There are very few decisions that you can make with certainty. That is, you

will know exactly what will happen as a result of the decision. Most decisions are made with some risk and uncertainty. But the amount of risk varies. If you decide to make a choice by flipping a coin, you know that you have a 50 percent chance of getting heads and a 50 percent chance of getting tails.

People differ on how much of a risk they are willing to take. Some people are willing to take a chance; others like to play it safe. Sometimes people may say that you should be realistic about the decisions you make. What they really may be saying is, Don't take big risks.

Then, too, emotions play a part in risk taking. Some people may make a certain choice because they fear something or someone.

To make wise decisions, find out as much as you can about what might happen as the result of each possible choice. One way to look at each of the possible choices is to think of the following:

> Which choice could lead to the most desirable result, regardless of risk?
>
> Which choice is most likely to avoid the worst possible result?
>
> Which choice is the most likely to bring success, without much risk?
>
> Which choice has the least risk and the most desirability?

The Results

Finally, when a person makes a decision, she must be willing to accept what happens because of the decision. When she exercises power, freedom, and control in making her decisions, she must be responsible for what happens.

Activity Section

DO NOT LAMINATE

Critical Decisions

Mary is now 21 years old. She is out of a job, not going to school, a mother of a one-year-old child, and living with her parents.

Mary did not graduate from high school. She made A's and B's in junior high school and D's and F's in the tenth grade. This happened because she didn't turn in her assignments, and she was absent a lot. Feeling discouraged, she dropped out at the beginning of her junior year in high school. When she stayed home, she read a lot.

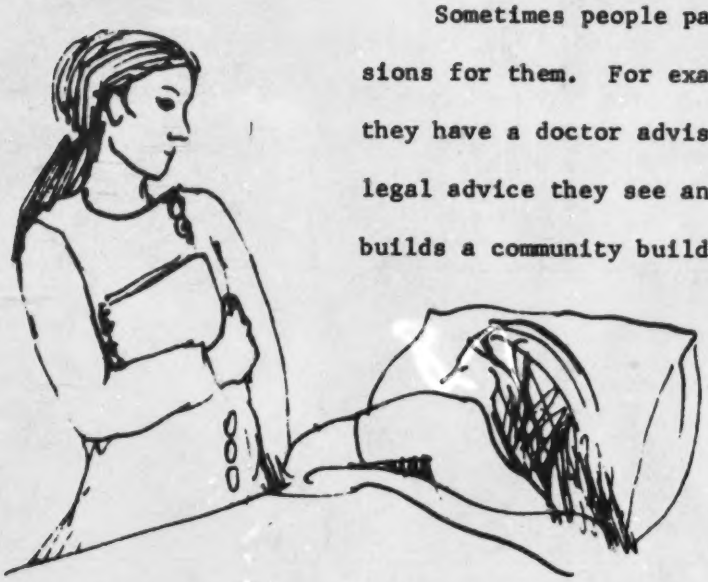
Her home life was chaotic. There were lots of fights with her father. She moved to the city and worked off and on at odd jobs. She then moved back home with her child.

1. Of the decisions that Mary made, which affected her the most?

2. How did her choices affect her life?

3. If Mary came to you and asked, "What could I have done so I wouldn't be in this situation," what would you say?

A Decision Agent



Sometimes people pay other people to make decisions for them. For example, when people are sick they have a doctor advise them, or when they want legal advice they see an attorney, or when a community builds a community building, an architect is consulted. Pretend that there is a new kind of expert. She is a person to whom one goes for decision making. How would you use a decision maker?

Your community has a limited number of decision makers. You can ask that person to make only three decisions in your life. Which three would they be?

1. _____
2. _____
3. _____

Pretend that your community requires you to assign all decisions in your life, except three, to a decision maker. Which three would they be?

1. _____
2. _____
3. _____

SCHOOLS/COVER STORY

The Busing Dilemma

Carrying books and paper-bag lunches, some 200 inner-city black boys and girls walked quickly but quietly from five yellow school buses, past dozens of armed state and county troopers. ...ville's suburban Valley ...ly they joked

by Bunker Hill College. Thus, in scenes that have become a fall ritual since Supreme Court outlawed schools in 1954, classes on in the two cities that a... gets in this year's There were surpi... cidents, in party

Teachers: In a Striking Mood

They had waited for more than ... Manhattan's Madison ... empty on the day after they had opened for the new school year as most of the ...

...islature last we... plan by whic...

Women Move Toward Credit Equality

SYLVIA JOHNSON

little be...

EDUCAT...

BANKING

Busing and Strikes: Schools in Turmoil

MICHAEL EVANS

At Southern High, they smashed the windows and slashed the tires of 40 school buses and set ...

...ward, several truckloads Guardsmen were moved in ... district. Declared the ...mander: "They w... here needed until ...

...re the weekend dis... ...n signs that Louis... ...ot going to accept bus...

"Back to school," once a pleasant, end-of-summer phrase, has virtually come to mean "Back to the barricades." In much of the U.S. last week, schoolchildren and their parents were co... not with education but with busi... cial hostility and strikes. As buses ... to roll, carrying black and white stud... across town ...

Teacher Strikes: Only the Start

...ll be striking in Sep... ...mber. Decemb...

"Tea... tember, January...

Gas Shortages Imperil Jobs, Ford Warns

President Ford ... confrontati... lation ... nom... subst...

By William H. Jones ... Post Staff Writ...

...rday escalate...

Unvaccinated Kids

BEST COPY AVAILABLE

Choices

Amy really enjoys art. She wants to take an art course next year. She has one elective not committed to subjects she absolutely has to take. However, she wants to go to one of the state universities, which requires that she take another year of science. Amy's decision is what course to take for that elective.

Amy decides to _____

_____

_____

_____.

She values _____

_____

_____.

Math is Sara's least favorite subject. However, she wants to attend a state university. She knows she will need some math in order to be prepared for her studies at a state university.

Sara decides to _____

_____

_____

_____.

She values _____

_____

_____.

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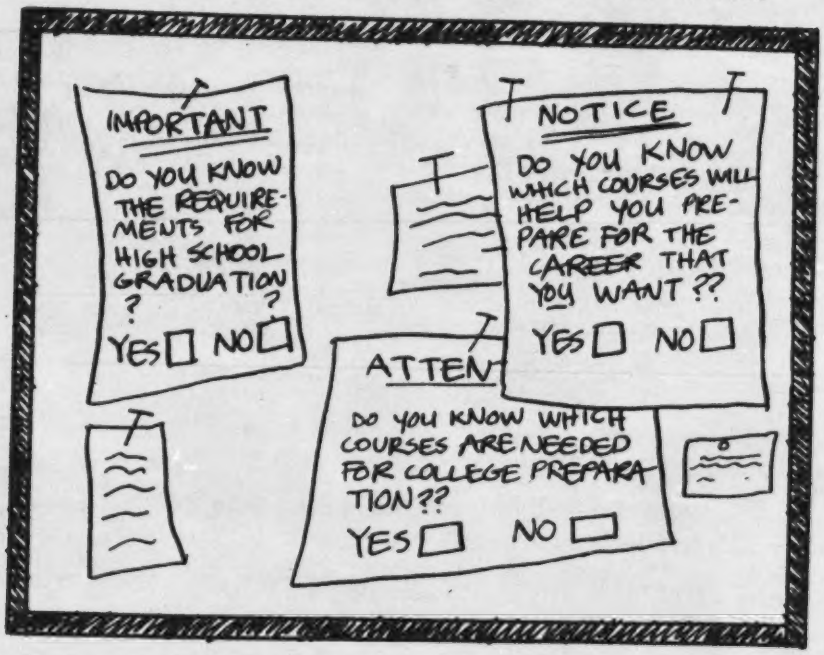
Choosing Courses

Barbara finds this sign on the bulletin board at school:

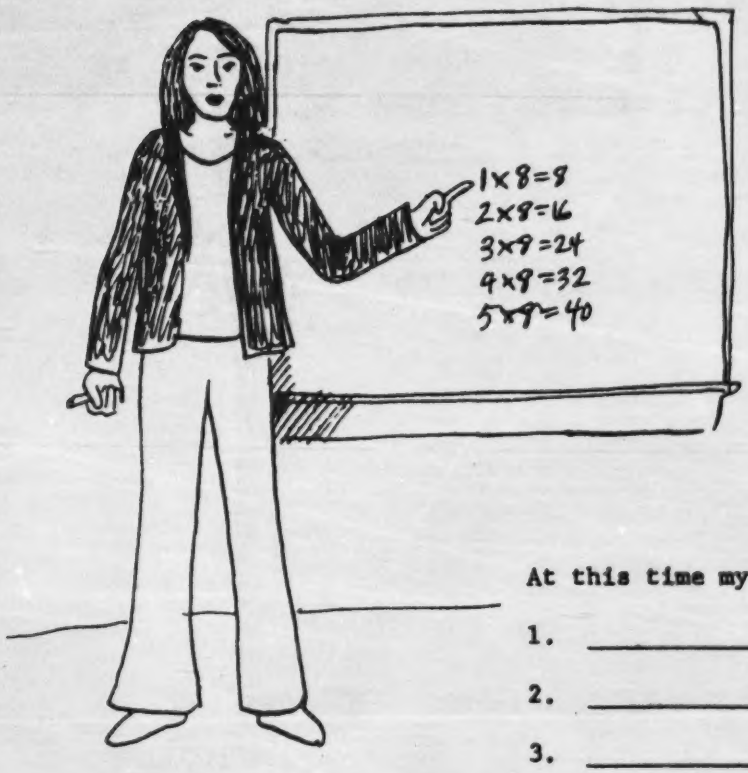

IMPORTANT
DO YOU KNOW THE REQUIREMENTS FOR HIGH SCHOOL GRADUATION ??
YES NO
NOTICE
DO YOU KNOW WHICH COURSES WILL HELP YOU PREPARE FOR THE CAREER THAT YOU WANT ??
YES NO
ATTEN
DO YOU KNOW WHICH COURSES ARE NEEDED FOR COLLEGE PREPARATION??
YES NO

Barbara feels a little nervous after reading the sign. She isn't sure she can answer yes to any of the questions. All she wants to do is to sign up for courses. She didn't know it was such a big deal.

1. What do you think Barbara already knows that could help her answer the three questions?

2. What more does Barbara need to know to help her choose courses so she can graduate and be prepared to study for the career that she wants?

3. Where can Barbara find the information that she needs?



Work Sheet For Courses

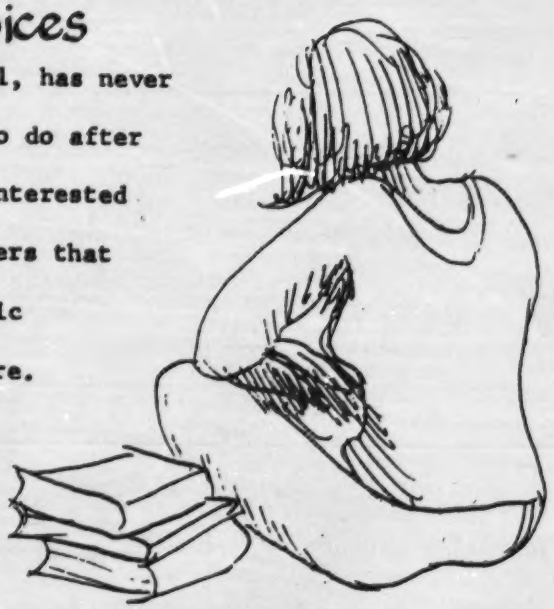
At this time my goals for a career are:

1. _____
2. _____
3. _____

My schedule for high school courses:

	Freshman	Sophomore	Junior	Senior
1.				
2.				
3.				
4.				
5.				
6.				

Decisions and Choices



Martha, a junior in high school, has never thought much about what she wants to do after college. She has recently become interested in going to college, but she discovers that she doesn't have many of the academic credits that colleges seem to require. She has taken a lot of secretarial courses but has really skimped on math and science. What can she do?

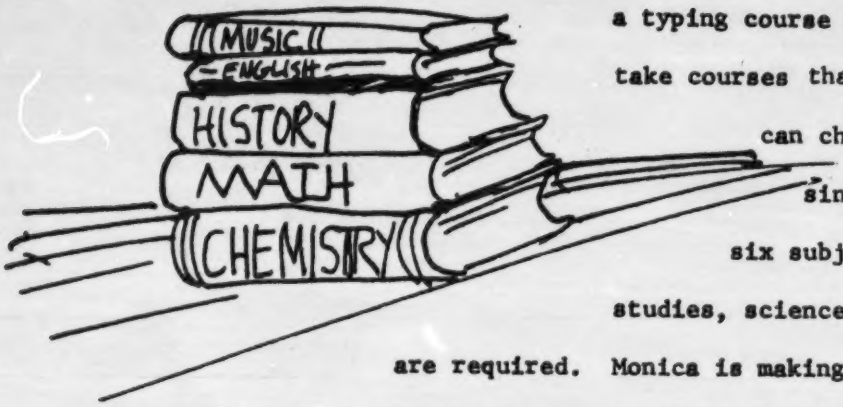
1. What does she need to decide?

2. What choices might she already know about?

3. Where could she go to find out new choices?

The next step is to add the now unknown choices to her list.

A Decision About Courses



Monica cannot take French, algebra, and a typing course next semester and still take courses that are required. She can choose two of the three, since each student can take six subjects, and English, social studies, science, and physical education are required. Monica is making out her class request sheet, which is due in two days. She feels that she has to make a big decision because she wants to be prepared to go to college. She really likes music but would like to take typing so she can type her school papers. She thinks she would like to be a teacher but is not sure.

1. What are the facts of Monica's case? _____

_____

_____

_____.

2. What are her choices? _____

_____

_____

_____.

3. Where can she get more information? _____

_____

_____

_____.

Is Information Important?

Gathering and using information is an important part of the decision-making process. Yet people make mistakes when gathering and using information. Following are some mistakes that people make and some examples of each. After each example list the possible consequences of the mistake. Then you and other girls in your group think up some other examples of the mistake.

MISTAKE: Not making a choice, because the choice is not known to the decision maker.

Decision A:

A student does not apply for a scholarship because she does not know it exists.

Possible consequences:

Decision B:

A woman pays $100 for a coat because she does not know the coat is on sale at the store next door for $60.

Possible consequences:

Decision C: Your example.

Possible consequences:

Decision D: Your example.

Possible consequences:

MISTAKE: Making a decision without knowing the possible results of the decision.

Decision A:

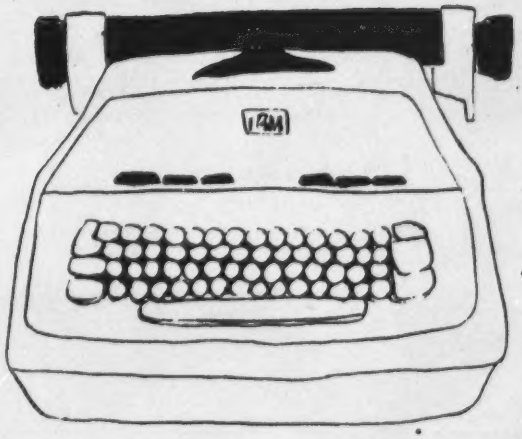
A young woman starts using drugs without knowing the possible effects.

Possible consequences:

Decision B:

A young woman chooses all typing and bookkeeping courses as electives in high school.

Possible consequences:



Decision C: Your example.

Possible consequences:

Decision D: Your example.

Possible consequences:

MISTAKE: Misinterpreting, underestimating, or overestimating the importance of information.

Decision A:

Martha Brown misses a party she really wanted to go to because she heard a rumor that it had been canceled.

Possible consequences:

Decision B:

Sally White believes that the bus for the basketball game won't leave on time, so she arrives 30 minutes late.

Possible consequences:

Decision C: Your example.

Possible consequences:

Decision D: Your example.

Possible consequences:

MISTAKE: Collecting useless or unnecessary information.

Decision A:

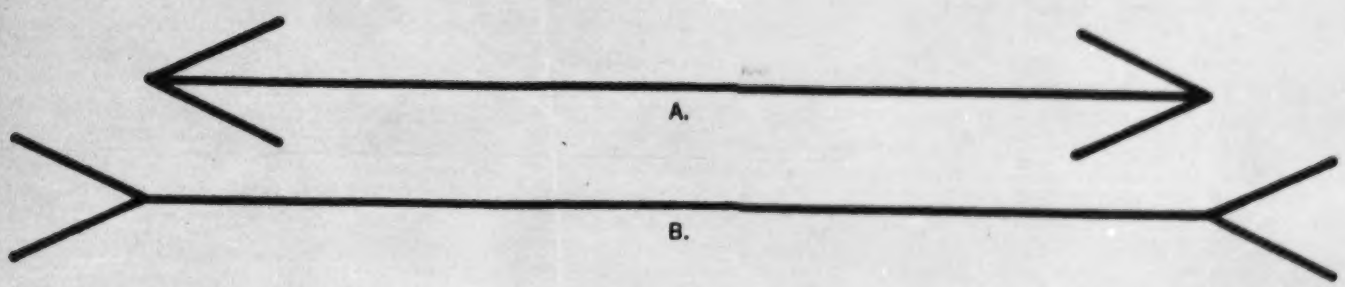
Connie Doe uses a book written in 1950 to learn about new careers in science.

Possible consequences:

Decision B: Your example.

Possible consequences:

How Well Do I See?



Which is the longer line?

_____A. _____B. _____They are the same length.

What do the lines tell you about how one sees things?

Views and Feelings Affect a Fact

It is a known fact that cigarette smoking is dangerous to your health. How do you think each of the following people might react to this information?

1. The president of a large tobacco company?

2. A 10-year-old child?

3. A person who has never smoked?

4. A woman who smokes two packs a day?

5. A girl whose mother has just died of lung cancer?

6. A woman who has done research on the effect of cigarette smoking?

7. An occasional pipe smoker?

What Is Important Information?

BETTY

Betty is an average student. She is very close to her family. She really fears failure. She does not make friends easily. She doesn't want to move very far from her reservation.

BONNIE

Bonnie is an average student. She wants to spend her life helping others. She would like to live and work on her own reservation some day. She enjoys spending time with people and has lots of friends.

FRANCES

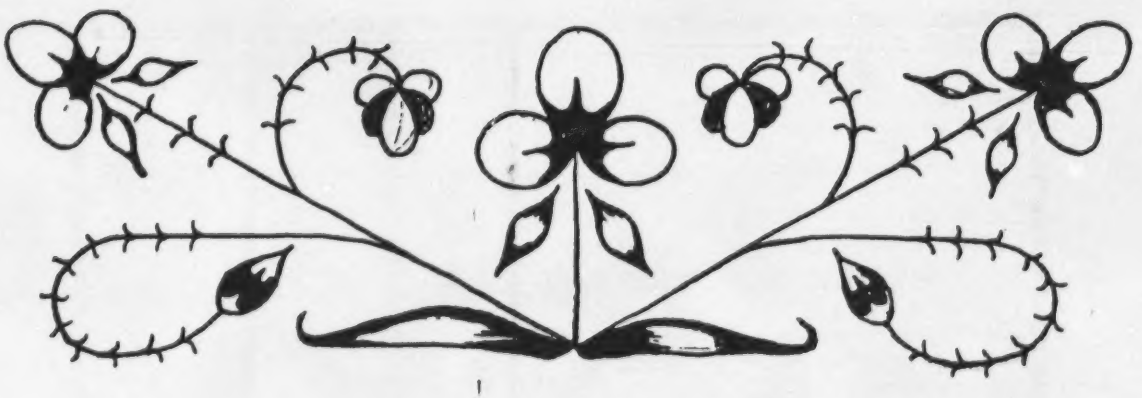
Frances gets above average grades in high school. She plans to go to college. She feels it is important to make money. She would like to develop a business on her reservation.

On the basis of these personal sketches, check which information each girl might consider useful and important when choosing a college. Also check what information would be helpful to you.

INFORMATION	BETTY	BONNIE	FRANCES	YOU
National statistics show that most students attend college near their home.				
University Big State has a policy of open admission for minority students to help them succeed.				
The US Census report says college graduates earn more money than nongraduates.				
College catalogs list the majors which colleges offer.				
College catalogs give information on the size of student population.				

Now consider which of the following pieces of information would be useful in choosing a career for both the three girls and yourself.

INFORMATION	BETTY	BONNIE	FRANCES	YOU
The field of social service provides many opportunities for helping others.				
The job a person prepares for may be obsolete in the future.				
Opportunities for careers in education are no longer in great supply.				
Certain jobs are available in specific geographic locations.				
Careers in the business field may lead to very high incomes.				
Some careers require six to eight years of education beyond high school.				
Working alone, rather than with other people, is characteristic of certain jobs.				



Decisions and Situations

What does each of the follcwing situations have to do with

values,

goals,

information,

choices, and

risk taking?

Counselors sometimes advise students to be "realistic" about their plans for the future. What does this mean in terms of the following?

Values:

Goals:

Information:

Choices:

Risk Taking:

Sandra decides to drop out of high school in her junior year. What does this say about the following?

Values:

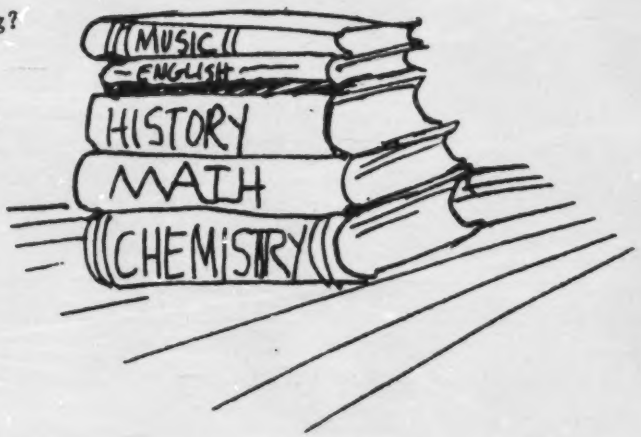
Goals:

Information:

Choices:

Risk Taking:

Betsy takes courses that are required for high school graduation but doesn't give any thought to preparing for a career. What might this mean in terms of the following?



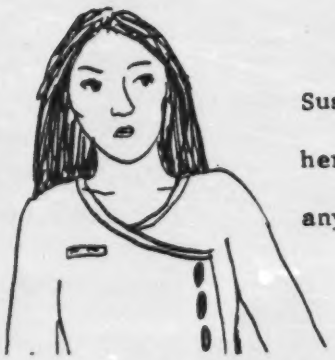
Values:

Goals:

Information:

Choices:

Risk Taking:



Susan gets by with passing grades, but most of her attention is focused upon boys. Does that say anything about the following?

Values:

Goals:

Information:

Choices:

Risk Taking:

Sally could excel in her high school studies, but she finds it easier to get by with as little effort as possible. What does that mean in terms of the following?

Values:

Goals:

Information:

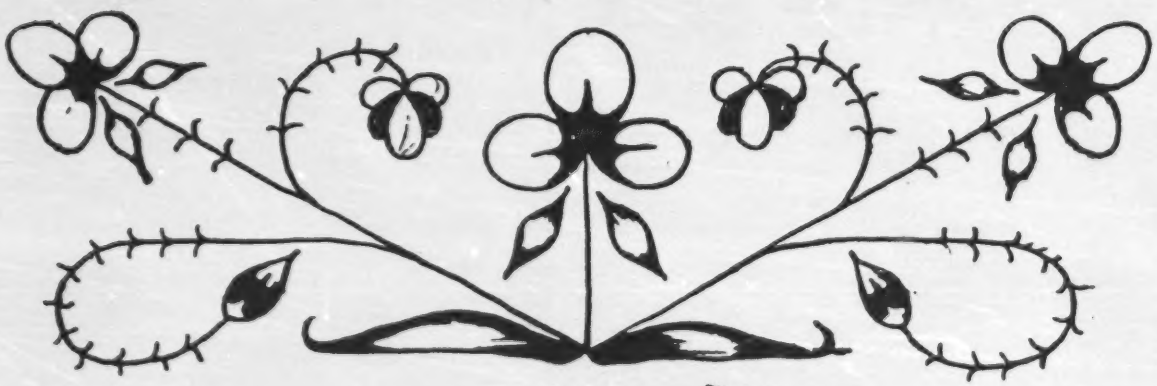
Choices:

Risk Taking:

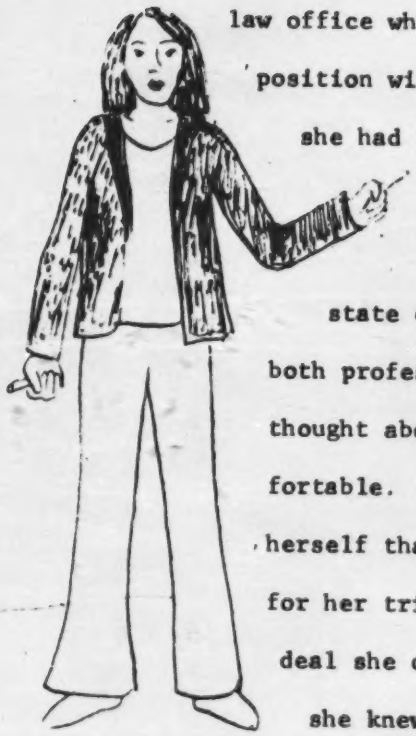
If You Decide, What Will Happen?

Think about and then write down what the results might be if you made the following choices.

CHOICE	RESULT
To go to college.	
To go to vocational school.	
To work in a factory.	
To join the military.	
To live on welfare.	
To remain unmarried.	
To get married next month.	
To quit high school.	



Mona



Mona looked out the windows of the twenty-third floor plush law office where she was about to be interviewed for an important position with a high-ranked law firm. Mona thought about how she had left her reservation, and gone on to college and then to law school.

After working three years for a law firm in the state capital, she now had a chance to advance herself both professionally and financially in this new job. As she thought about what had happened to her, she felt a bit uncomfortable. She thought about the many times she had promised herself that, when the time came, she would go back and work for her tribe. As a lawyer she knew that there was a great deal she could do. Even though she sent money to her family, she knew she could be doing more.

If she took this job, she would be far removed from her home area. She was torn. Should she take this job or go home?

What decisions do you think Mona had to make to reach this point in her life?

What are Mona's choices now?

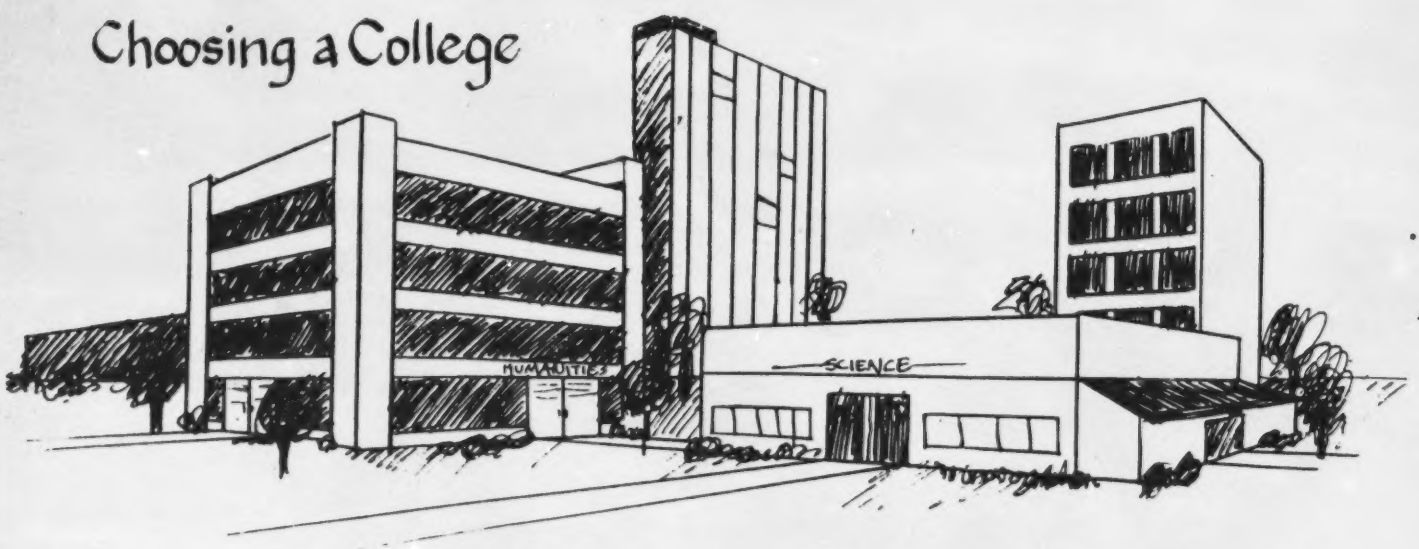
What do you think Mona values?

Are her values in conflict?

What new information might be helpful to Mona before she makes a decision?

What do you think Mona decides? Why?

Choosing a College



Pretend that you are a high school senior and are trying to decide what college to attend. Once you know your reasons for wanting to go to college, you need to figure out which college can best suit those reasons.

You have lots of choices. There are over 2700 colleges in this country. Obviously you will not want to consider them all, but don't limit your choices to only a very few.

What are your goals for college? _____

_____

_____

Following are some characteristics of college that you might want to consider. Keeping in mind your goals, rank the characteristics according to their importance to you. You might want to add some characteristics of your own.

_____ Location (Where:_____)

_____ Type (Two- or four-year college_____)

_____ A program for Native American students

_____ The majors that are offered

_____ Student activities

_____ On-campus housing

_____ Size of student population

_____ Cost of a year of college

_____ _____

_____ _____

_____ _____

_____ _____

What are the characteristics that you ranked as the top three important to you?

What colleges do you know of that have the characteristics that are important to you?

_____ _____

_____ _____

How can you find other information about colleges with the characteristics that you want?

To whom can you talk?

What can you read?

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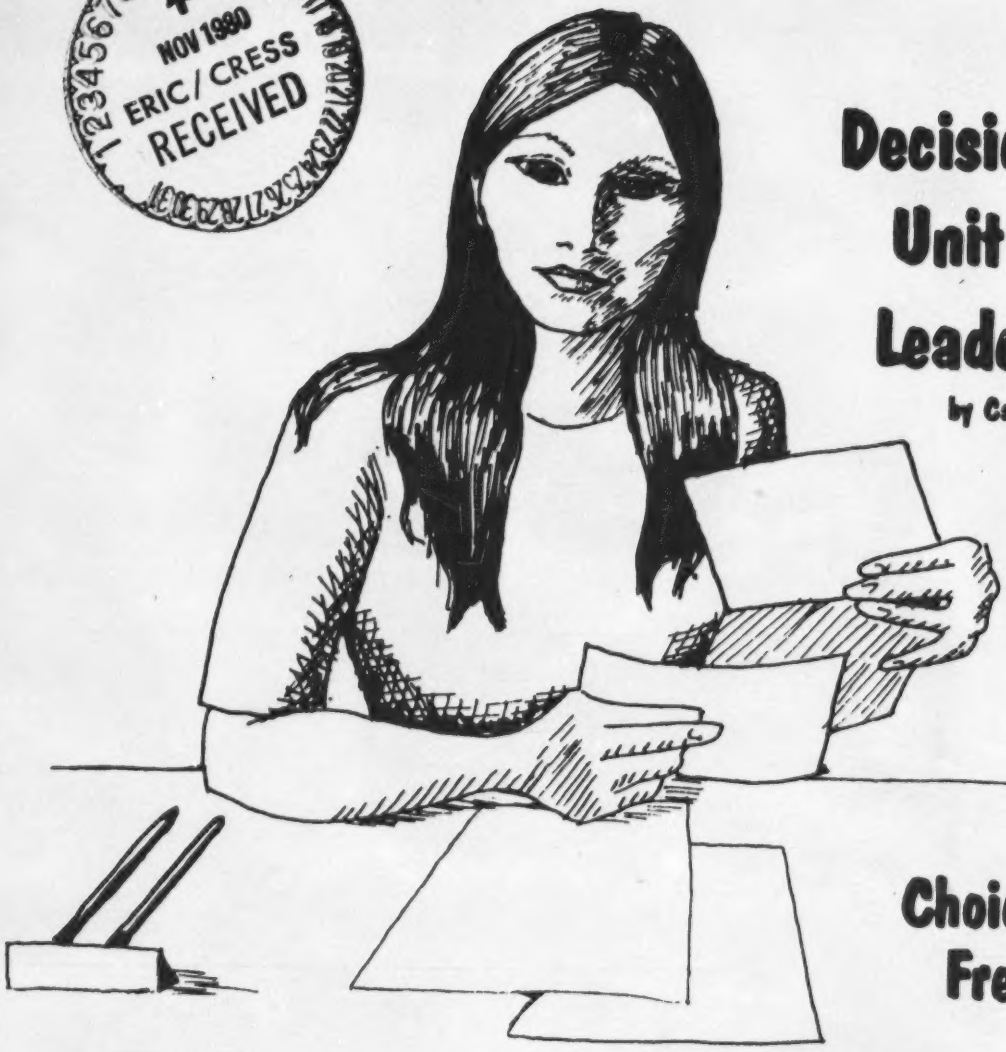
Decision Making Unit for Girls Leaders Guide

by Cathaleen Finley



Choices & Careers Free To Choose

Cooperative Extension Programs
University of Wisconsin-Extension

W2GZ3

Decision Making – Unit for Girls

Concept Skillful decision makers have greater freedom and control over their lives.

Objective

Girls will understand decision making.

Background Information

Decision making is practiced by every girl and woman every day of her life. But because it is such a common act, it is given little attention until someone needs to make a big decision or one that can have long-lasting effects. A person does not often think of decision making as a skill. Hopefully, the learning experiences that follow will help girls develop skills in decision making.

What is decision making? It is choosing between two or more choices, alternatives, or possibilities. The girl who is a skillful decision maker is likely to have more freedom in her life, because she is likely to discover or create more choices. She also is likely to have more control over her life, because she can reduce the degree of uncertainty in her life. By consciously making decisions for herself, a girl can limit the degree to which chance or other people determine her future.

Learning Experiences

For Girls 12 to 14 and 15 to 18 Years Old

1. Explain to the girls that decision making is a personal matter and the "correct" or "best" decision is correct or best only for the person who is making the decision.
2. If the girls wish, have them share some decisions they have made and how they went about this.

For Girls 12 to 14 Years Old

1. Have the girls complete the activity "Some Decisions" on page 9 of Book II. Have the girls discuss how they rated the decisions. Be sure to discuss those which they rated as not being under their control. Is this really true? If the girls rank some items differently, it may be because of different circumstances. For example, choices about eating usually require little decision making, but a special meal or a meal for someone who is ill may require more thought.

For Girls 15 to 18 Years Old

1. Have the girls read the story "Critical Decisions" on page 9 of Book III. Have the girls discuss the questions which are included in the activity.
2. Have the girls complete the activity "A Decision Agent" on page 10 of Book III. Have the girls discuss their answers. Point out to the girls that when people let others make decisions for them, they are likely to give up some of the freedom and some of the control that they should have.

Concept Values influence decision making.

Objective

Girls will understand the role that values play in decision making.

Background Information

A value is something a person prizes, cherishes, or considers important. Values define the uniqueness of each person. Values determine what is satisfying to a person.

It is important to remember that there are no right or wrong values. The girls in the group may have different values, but this doesn't mean that personal values shouldn't be respected. A girl can judge values only for herself.

If a girl knows her own values, she is better able to decide what she wants to do and then to plan accordingly. Keep in mind that each person's identity is unique. This is partly because of what she values. Along with values, a person's goals influence the type of decision she makes. The learning experiences on values which are in the unit "Your Money" may be used as part of this unit.

Learning Experiences

For Girls 12 to 14 and 15 to 18 Years Old

1. Ask the girls, "What kind of decisions can be made without thinking about one's values?" Really, it is hard to think of decisions that don't relate to values. True, some decisions are routine, but such a routine decision as getting up on time to catch the school bus is related to values.

2. Ask the girls how each of the following decisions involves a person's values:

   Choice of a career.
   Choice of a college.
   Choice of a marriage partner.

3. Have the girls look at the page of headlines on page 10 of Book II and on page 11 of Book III. What do the girls think the headlines say about the values of this country? Remember how one acts is more indicative of values than what one says.

   Ask the girls these questions about the headlines:

   If equality for all is an American value, why are there headlines about equality in credit?

If quality education is a value, why is there busing of students or trouble about busing?

If quality education is a value, why is there trouble with teachers' salaries?

Where do we stand on valuing natural resources?

If good health is a value, why do we have unvaccinated children?

Point out to the girls that values can be in conflict.

Concept Information influences decision making.

Objective

Girls will understand the role that information plays in decision making.

Background Information

Learning to find information and then deciding the usefulness of that information is part of decision making.

The more alternatives or possibilities a girl has when making a decision, the greater her freedom of choice. Finding information for making choices and determining the truthfulness of this information is an important part of the decision-making process. A friend who hopes for a certain decision may slant the information she gives, or a salesperson may exaggerate the facts. Considering the source and possible bias of information is useful when making decisions.

Learning Experiences

For Girls 12 to 14 and 15 to 18 Years Old

1. Have the girls discuss "Choices" on page 11 of Book II and on page 12 of Book III. The stories should help the girls relate a decision to a specific value. The stories also show how values can

conflict, which makes decision making more difficult. You might ask the girls to write a similar story, have them exchange the stories, and discuss them.

2. Following are the course requirements for a student for entering the University of Wisconsin-Madison. Many colleges and universities have similar requirements. Make a special effort to have the girls understand these requirements, so they can plan their courses accordingly.

Minimum Admission Requirements

Required:
- 3 years of English
- 1 year of algebra
- 1 year of geometry

Two out of the following three are required:

- 2 years of foreign language
- 2 years of natural science
- 2 years of social studies

Plus:
- 3 electives from academic subjects

3. Have the girls complete the activity "Choosing Courses" on page 12 of Book II and on page 13 of Book III. Following are some ideas for getting more information:

People to Talk To:

- Parents
- Counselors
- Home and school coordinators
- Friends
- Teachers
- Relatives
- People in the community who have gone to college or vocational school

Things to Read:

- College catalogs
- Occupational guides, such as the Handbook of Job Facts
- Want ads in large city newspapers

Things to Do:

- Get a part-time job
- Volunteer for service in an activity that can provide some job experience

Things to Think About:

- What activities one really enjoys
- What school subjects one likes and dislikes
- Short-range goals
- Long-range goals

4. Explain to the girls the four steps in gathering information:

   a. Recognizing what information one already has.

   b. Recognizing what new information one needs.

   c. Recognizing where one can get the information she needs.

   d. Recognizing the deadline for making the decision.

5. Explain to the girls the requirements for high school graduation from their local high school in terms of both credits and courses.

It is extremely important for students to know what courses and the number of credits their high school requires for graduation. This differs from one school to another. However, the typical requirements for graduation in terms of courses are:

3 or 4 years of English
3 or 4 years of physical education
3 or 4 years of social studies
1 or 2 years of mathematics
1 or 2 years of science

Check the specific requirements for the school or schools that girls in your group attend. You can obtain this information from the home and school coordinator or other school counselors. Find out about both course requirements and credit requirements. Also, check to see how many electives they may take.

A girl's choice of electives will be determined by her interests, her abilities, and what type of career she wants. In general, a girl has a choice of three plans in choosing her electives. She may select a college preparatory schedule, a noncollege preparatory schedule, or possibly a mixture of the two.

The decision making on course selection is important for any girl. A girl will have difficulty with college work if she takes only

secretarial and bookkeeping courses. On the other hand, the girl who does not plan on going to college may want to develop some vocational skills in high school. Remind the girls of the importance of keeping their options open.

6. Have the girls complete the "Work Sheet for Courses" on page 13 of Book II and on page 14 of Book III.

   For the question, "At this time my goals for a career are," the girls might answer, To take high school courses so I can do college work or To be prepared for either vocational school or college or To go to vocational school.

   So that the girls can complete their class schedule, have a list of courses (both required and elective) available for them to work with. You could do this with a flip chart or a few handwritten or typed lists.

   If the girls have trouble completing the schedule, you might invite a school counselor to meet with the group or refer the girls to their school counselor. The girls should look at their schedules as tentative until they check them with a school counselor, but caution the girls to keep their long-range goals for a career in mind when selecting high school subjects.

For Girls 12 to 14 Years Old

1. Have the girls complete either individually or in groups of three or four the "Goals and Action" activity on page 14 of Book II. Point out to the girls that these goals are only some examples and that they can write some of their own. Discuss with the girls that one of the steps in decision making is to set goals. Follow-

ing that, a person can plan a course of action.

2. Have the girls complete the activity "An Alternative" on page 15 of Book II. See who has the longest list. Have the girls share their list of alternatives. Here are some possibilities:

   a. Be an apprentice.
   b. Attend a college or university.
   c. Work full time.
   d. Attend a vocational or technical school.
   e. Get married.
   f. Join the military.
   g. Work part time and go to school part time.
   h. Just bum around.

   Next have the girls discuss what they think is desirable or undesirable about each alternative.

3. Have the girls complete "Facts About Me" on page 16-18 of Book II. This activity can help girls think about personal information that should be considered when making decisions. It can also help them in planning their high school courses. Point out to students that one of the most valuable sources of information that they have when making personal decisions is what they know about themselves and their own experiences. Stress that the information on this sheet is confidential and for the girls' own use. Do not ask the girls to discuss this unless they really want to.

For Girls 15 to 18 Years Old

1. Have the girls complete the activity "Decisions and Choices" on page 15 of Book III.

2. The choice a girl makes when selecting courses is important. Have the girls look at the case study "A Decision About Courses" on page 16 of Book III, and list the facts that Monica has to work with.

   Facts: a. Monica needs a college preparatory course if she is going to a college or university.

b. She can take six courses.
c. She had four required courses: English, social studies, science, and physical education.
d. She can take two electives.
e. She likes music.
f. Typing would be a useful skill.

Ask the girls to list all the possible alternatives. The alternatives might include:

Drop chorus because it is not needed for college.
Take chorus because one should do some things that are fun.
Drop French because she speaks her tribal tongue.
Drop typing because she isn't going to be a secretary.
Take typing because it is a useful skill.
Drop typing and take it later on.

She could get more information from the following. You and the girls in your group probably know of other resources.

Her parents.
Her older brothers and sisters.
People in the community who are college students.
Home and school coordinators.
A school counselor.

Point out that girls need to start making these kinds of decisions when they are freshman, not when they are seniors.

3. Have the girls complete the activity "Is Information Important?" on pages 17-20 of Book III. This activity should show that the four types of mistakes when gathering information are common and show up in both big and little decisions. Hopefully, from the activity girls will learn that a person can avoid or minimize such mistakes and that it is to their advantage to minimize such mistakes.

4. Ask the girls to look at lines A and B in the activity "How Well Do I See" on page 21 of Book III. Ask them which line is longer. (They are both the same length.) Point out to the girls that how one sees information is sometimes changed by the ways the facts are presented or by the person's way of looking at the facts. You might ask

girls to discuss how TV advertising works to sell products. How do the ads present information; is it factual or does the information become personal and emotional?

5. Have the girls complete the activity "Views and Feelings Affect a Fact" on page 22 of Book III. Then have them share their answers. Point out how one's own biases, beliefs, actions, and habits can affect or cloud the facts. Keep in mind that decisions are affected by a person's values but that good decision making requires using information. A good decision maker uses her feelings, values, and emotions to make choices, but she wants to avoid her own biases when looking at information.

6. Have the girls complete "What Is Important Information?" on pages 23 and 24 of Book III. Have the girls share what they thought was important information for Betty, Bonnie, and Frances. They may or may not want to share the information about themselves.

7. Point out to the girls how information is affected by one's preference. A person's own needs determine what information she considers useful and valuable, but caution the girls not to let that prevent them from getting new ideas from information.

   Following are some possible questions for discussion:

   - What makes some information more important to some people than to others?
   - How could experiences relate to how you use information?
   - Can one always get all the information she needs?

8. Have the girls complete the activity "Decisions and Situations" on pages 25-27 of Book III. Have the girls discuss what they think each person had in mind regarding risk taking, values, goals, choices, and information.

9. Have the girls complete the activity "If You Decide, What Will Happen?" on page 28 of Book III. This learning experience should help girls think about the consequences of some choices they might make. After they have completed the activity, have them discuss the ideas that they would like to share with the group.

Concept After considering one's values, one's goals, and available information a decision is made.

Objective

Girls will understand decision making.

Background Information

Once a girl has considered her values and her own particular goals and has dealt with information, she is ready to select one of the possibilities open to her.

Learning Experiences

For Girls 12 to 14 and 15 to 18 Years Old

Ask the girls to try to list some important personal decisions without any risk involved. They probably can't think of any. The author can't either.

For Girls 12 to 14 Years Old

1. Have the girls discuss the activity "Risk Taking" on page 19 of Book II. Some examples of the risk and uncertainties involved in taking the science course are:

   Will she really need that course to do well in college work?

   There might be a new teacher for the course.

And for typing, some points to ponder are these:

Maybe she can write her papers by hand.

Maybe there will be a summer typing program in her community.

Can the girls think of decisions that involve risk taking and uncertainties? If so, have the girls discuss their examples.

2. Have the girls complete "Margaret's Critical Decision" on pages 20-21 and "A Plan for Yourself" on page 22 of Book II. These learning experiences should give the girls practice in decision making.

3. Have the girls discuss "Making a Choice" on page 23 of Book II. Be careful that all girls do not decide that they should take secretarial courses to "play it safe." That kind of planning tends to reinforce what this program is trying to change.

For Girls 15 to 18 Years Old

1. Have the girls either discuss or role play the story about Mona. Then have them discuss the questions at the end of the story on page 29 of Book III.

2. The activity "Choosing a College" on pages 30-31 of Book III, could be done for real or it could be a pretend activity by making up a story about a girl who is a senior. The activity may help girls consider ideas that they had not thought of before. A school counselor or home and school coordinator might provide you with college bulletins to use as references for this activity. The reference book on the University of Wisconsin System should also be useful.